

# **John Willmott School**

## **Option Choices**

**2021**

High Standards

**High Expectations**

**Huge Aspirations**

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## KEY STAGE 4 PROGRAMME IN YEARS 9, 10 and 11

This booklet has been compiled in consultation with Heads of Faculty and Heads of Department. I hope you can find the time to read it in detail as the course allocation will determine your child's curriculum for the next three years. Students have been encouraged to speak to subject staff, their Form Tutors and other students currently studying courses in Key Stage 4 about the subject choices on offer next year. At the same time as thinking about GCSE options you should also be looking ahead to choices at Post 16, and we hope you will consider the wider range of courses on offer in our Sixth Form.

The Option subjects available for 2021 have been revised in light of advice and guidance from the Government on the 14 – 19 Curriculum. The Options are intended to personalise the curriculum more to meet the needs and interests of different abilities and aptitudes of students. Please note courses will only run if there are viable groups and we hope students will be placed on courses they, and the school, feel they will benefit from. However, we cannot guarantee that every student will get their first choice of optional subjects. The option subjects may also be subject to change dependent upon future changes in Government policy and advice.

The school is insisting that one subject is chosen from either Geography or History. This is in line with Government guidance to maintain a broad and balanced set of subjects, students may if they wish, select more than one of these subjects by selecting a second choice of either Geography or History in the "other choice block".

Students will follow one of the following programmes, French/Spanish or RE. Pathways will exist for this part of the curriculum offer. Initially, students will be allocated to a pathway. Pathway A will follow the MFL programme and Pathway B will follow the RE programme. Students in Pathway A will be asked to choose between French and Spanish.

If you speak an additional language and feel that you may be interested in following Pathway C, an additional language GCSE programme you will need to email [t.richards@jws.bham.sch.uk](mailto:t.richards@jws.bham.sch.uk) to see whether we can support you.

Please read the booklet carefully. The form provided with this booklet should be completed and handed to student reception on Monday 19 April 2021.

Ms T Richards  
Assistant Headteacher

Miss K Holland  
Head of Year 8

Talks from Heads of Faculty and Heads of Department have already taken place in assemblies earlier this term.

## VIRTUAL OPTION INFORMATION EVENING



SUBJECT CHOICE FORMS RETURNED  
TO STUDENT RECEPTION BY  
Monday 19 April 2021 (08:30 to 08:50)

## ADVICE ON CHOOSING SUBJECTS

You must choose your subjects carefully from the subjects on offer

### MAKING THE CHOICE

You might be lucky and reach decisions easily. But for most people, decisions are a compromise. In particular there are:

**FOUR KEY FACTORS** to keep in mind

**1. THINK CAREFULLY WHY YOU LIKE OR DISLIKE SUBJECTS?**

Which subjects do you enjoy?

Are you good at the things you like?

Have you looked far enough ahead to meet all possible requirements?

Are your ideas for after 16 flexible?

**2. ARE THERE ANY SUBJECTS WHICH HELP EACH OTHER AND OUGHT TO BE STUDIED TOGETHER?**

Yes, there are.

This is often important when looking ahead.

Details are given under the subject headings.

**3. CAN ALL SUBJECTS BE STUDIED IN THE SIXTH FORM?**

Most subjects can lead to an 'A' level or Level 3 vocational qualification.

**4. WHO CAN I ASK FOR HELP?**

Form Tutor

Subject Teacher

Head of Year 8 – Miss Holland

Parents

Assistant Headteacher - Ms T Richards

Other Students

Heads of Department

**Do not choose subjects just because your friends might choose them.**

Please note the following combinations of subjects cannot be studied together in Y9, Y10 and Y11:

- GCSE Business and BTEC Enterprise
- GCSE PE and Cambridge National Level 2 in Sports Studies

Please note that the information contained within this booklet is as up-to-date as possible when the booklet is published. The information about specific subjects is subject to change as Examination Boards change their specifications. There may be changes to specifications, these will be advised if required.

## COMPULSORY SUBJECT

## ENGLISH LANGUAGE

**Exam Board: AQA**

The English Language GCSE is comprised of:

**Paper 1** Fiction Extract and descriptive writing

**Paper 2** Non-fiction and transactional writing

All students will be entered for GCSE English Language

Students look at a range of fiction texts from 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup> centuries in order to analyse and evaluate the writer's methods. We have incorporated a range of new fiction to engage and encourage a love for reading. Students will also have the opportunity to read non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries where they will have to compare the writer's methods and summarise key information.

Students will also have to be able to write both imaginatively and argumentatively by being able to express a viewpoint on a particular statement. Students will be familiar with some of the GCSE style questions as they will have been preparing in KS3. They will develop and enhance these skills over the course of the year.

In Year 9 students complete a spoken language task to receive a pass/merit/distinction certificate from the exam board. Students present to the class on a topic of their choice and will answer questions. It is an exam requirement that a proportion of these are filmed.

### **Personal Qualities**

A confidence in communicating with others, an ability to write creatively and imaginatively. To be able to use reading to develop your own skills as writers and able to select and adapt speech and writing to different situations and audiences.

### **Careers**

English can lead to many different career developments for example teaching, journalism, law and business and marketing.

### **Future Study**

Options for future study include:

Combined with English Literature this subject can lead to:

- AS & A2 Literature
- AS & A2 Language and Literature

All students should realise that qualifications in ENGLISH LANGUAGE and MATHEMATICS are usually required by EMPLOYERS and FURTHER EDUCATION

For further information please contact Mrs G Aston, Head of English

## COMPULSORY SUBJECT

## ENGLISH LITERATURE

Exam Board: AQA

The GCSE in English Literature is comprised of:

**Paper 1** Shakespeare and 19th Century Novel

**Paper 2** Modern drama and poetry

All students will be entered for GCSE English Literature

Over the 3 years students will study:

Macbeth (Shakespeare), A Christmas Carol (Dickens), An Inspector Calls (Priestley) and a range of poetry provided by the exam board. Students will have the opportunity to engage with the texts and comment on the writer's craft and the contextual aspects of the texts. Students will also consider critical theory to support their own interpretation and opinions.

Students will study a play by Shakespeare, a post 1914 play, a text from the 19th Century and a poetry anthology.

Students taking English Literature will be encouraged to purchase the texts in order to annotate and it is recommended that they have the revision guides. The exam will be "closed book"; therefore, no texts are allowed in the exam.

### Personal Qualities

Enjoyment of thinking about writers' ideas. The ability to analyse language, reading stamina and commitment to work. Students will need to be organised and make clear notes in preparation for the exam at the end of the Year 11.

### Careers

English can lead to many different career developments for example teaching, journalism, law and business and marketing.

### Future Study

Options for future study include:

Combined with English Language this subject can lead to:

- AS & A2 Literature
- AS & A2 Language

For further information please contact Mrs G Aston, Head of English

## COMPULSORY SUBJECT

## MATHEMATICS

**Exam Board: AQA**

All students will take the GCSE (9-1) course. Mathematics is a diverse and engaging subject which is also essential in equipping students with the skills to reach their future destination, whatever that may be.

Students will take a linear examination and sit three 90-minute papers at the end of the course. Each paper can include questions on any of the content and they are equally weighted. Examinations are taken at higher level for students targeting grades 5-9 and Foundation level for students targeting grades 1-5.

Students will study topics in:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Probability
- Statistics

The aim of the course is to develop fluent skills in carrying out mathematical techniques, alongside the ability to reason, solve problems independently and interpret and communicate mathematically. The GCSE, reformed in 2017, includes more questions which require students to choose appropriate methods to solve problems, and apply their knowledge in unfamiliar situations.

A scientific calculator is needed for two of the three papers, and it is essential that students have their own calculator in lessons throughout the course.

### **Personal Qualities**

Mathematics is a diverse and engaging subject which is also essential in equipping students with the skills to reach their future destination, whatever that may be.

### **Careers**

Advanced Level courses in Mathematics can lead to careers in Science, Engineering, Finance and Computing. However, a strong pass in GCSE Maths is always very highly regarded by employers in any field.

### **Future Study**

Mathematics is an essential tool for many other subjects, including technology, sciences and humanities and a good grade in Maths may be required to study some of these courses in sixth form or colleges.

All students should realise that qualifications in ENGLISH LANGUAGE and MATHEMATICS are usually required by EMPLOYERS and FURTHER EDUCATION

**For further details please contact: Miss L Chapman, Head of Mathematics**



**COMPULSORY SUBJECT**

**COMBINED SCIENCE**

Exam Board: AQA

GCSE Science is comprised of:

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism

Unlike previous years the Separate Science course is not an option at John Willmott School in Year 9. The placing of students in sets to follow the separate or combined science courses will be made internally and will be based on previous assessments, aptitude and interest in the subject.

The choice of pathway in no way affects aspirations regarding science moving forward into sixth form and university as science courses can still be followed at these levels with the combined science course.

Practicals are followed in both triple and combined as required practicals throughout the course. These will be examined as part of the exams; all students will be given practical books for this segment of the course.

**Personal Qualities**

Good scientific, numeracy, literacy and communication skills required. The ability to follow instructions, organise work and good time management.

**Careers**

Any vocational science course e.g., Agriculture, beauty, hairdressing, nursing, sports.

**Future Study**

BTEC Science, A Levels - Chemistry, Physics and Biology all of which need a grade 6 or above to study

For further information contact Mrs M Oxenbold, Head of Science

## PATHWAY A

## FRENCH

### Exam Board: Edexcel

GCSE French is comprised of:

Four elements, with each exam worth 25%: speaking, listening, reading and writing. Over the three years students will learn about identity and culture, local area, holiday and travel, current and future study and employment.

The four elements are examined in the following way:-

Listening: Written exam – 45 minutes

Speaking: Teacher lead assessment, Foundation or Higher – 10-12 minutes

Reading: Written exam – 1 hour

Writing: Written exam – 1 hour 15 minutes

Students will learn key vocabulary and multiple tenses that will enable them to speak and write these topics in a natural and engaging manner. Students are encouraged to use the app MEMRISE to learn the vocabulary and earn points to make the class leader board and to win house competitions.

Studying French gives you more than just language skills. It is an excellent way to gain an insight into other cultures and enables you to see the world through different eyes. In our increasingly globalised world, the ability to speak another language is highly valued by many employers, giving you the competitive edge and opening doors to employment opportunities anywhere in the world. Choosing to study a language will be a real asset to you in the future.

Language learning facts!

- Employers rank foreign language skills 2nd only to IT [www.personneltoday.com](http://www.personneltoday.com)
- An Education and Skills survey undertaken by the Confederation of British Industry found that 72% of business value foreign language skills among their employees.
- Having a language can boost your salary by 8-20% [www.independant.co.uk](http://www.independant.co.uk)

### Personal Qualities

Communication, thinking, personal and interactive skills. Listening, comprehension and decision making skills, managing information.

### Careers

Teaching, the military, translating and interpreting, publishing, business, travel and tourism.

### Future Study

Options for future study include:

- A Level
- College course e.g., travel and tourism

For further information, contact Mrs A Henstock, Head of Modern Foreign Languages

## PATHWAY A

## SPANISH

### Exam Board: Edexcel

GCSE Spanish is comprised of:

Four elements, with each exam worth 25%: speaking, listening, reading and writing. Over the three years students will learn about identity and culture, local area, holiday and travel, current and future study and employment.

Listening: Foundation or Higher exam paper

Speaking: Teacher lead assessment, Foundation or Higher – 10-12 minutes

Reading: Foundation or Higher exam paper

Writing: Foundation or Higher exam paper

Students will learn key vocabulary and multiple tenses that will enable them to speak and write these topics in a natural and engaging manner. Students are encouraged to use the app MEMRISE to learn the vocabulary and earn points to make the class leader board and to win house competitions.

Studying Spanish gives you more than just language skills. It is an excellent way to gain an insight into other cultures and enables you to see the world through different eyes. In our increasingly globalised world, the ability to speak another language is highly valued by many employers, giving you the competitive edge and opening doors to employment opportunities anywhere in the world. Choosing to study a language will be a real asset to you in the future.

Language learning facts!

- Employers rank foreign language skills 2nd only to IT [www.personneltoday.com](http://www.personneltoday.com)
- An Education and Skills survey undertaken by the Confederation of British Industry found that 72% of business value foreign language skills among their employees.
- Having a language can boost your salary by 8-20% [www.independant.co.uk](http://www.independant.co.uk)

### Personal Qualities

Communication, thinking, personal and interactive skills. Listening, comprehension and decision making skills, managing information.

### Careers

Teaching, the military, translating and interpreting, publishing, business, travel and tourism.

### Future Study

Options for future study include:

- A Level
- College course e.g., travel and tourism

For further information, contact Mrs A Henstock, Head of Modern Foreign Languages

## PATHWAY B

## RELIGIOUS STUDIES

### Exam Board: AQA

Religious Studies is a unique subject that will prepare you for many aspects of your future lives. The intent behind the curriculum focuses on five key areas. PULSE.

**P** eople Matter

**U** ltimate questions

**L** ocal and wider community

**S** pirituality

**E** ncouraging enquiry

By teaching you empathy and evaluative skills and exploring differing points of view, you will become well-equipped with the tools to help you succeed in whatever life choice you make; be it further education, training or employment.

The course is assessed through two external examinations and students are taught the AQA Syllabus A full course.

**Paper 1: Religions:** As part of the course, you will study two faith perspectives Christianity and Islam. Within the course we will explore both the beliefs (about God, Founders, Resurrection and Afterlife) and the religious practices (Worship, Pilgrimage, Festivals) within both religions.

**Paper 2: Thematic Studies:** You will then study four thematic topics throughout the course, which link to contemporary issues, these are:

- Religion and Life Issues: What are the origins and value of the universe? Are we here for a purpose or just by chance? How should humans tackle environmental issues and treat animals? We also study key ethical debates surrounding euthanasia and abortion;
- Religion, Peace and Conflict: What are the causes of war, can we and should we offer forgiveness? How do we help victims of war and offer justice and reconciliation? This is all studied in light of 21st century conflicts;
- Religion, Crime and Punishment: What makes a person good, and can people be blamed for being evil? What are the causes of crime and how can we prevent crime from happenings? Which form of punishment is effective (capital punishment, corporal punishment, prison)?
- Religion, Human Rights and Social Justice: Why is there inequality in the world? What is prejudice and discrimination, and can we overcome these? Why are some people so wealthy and others experiencing poverty? How can we make the world more equal for all?

### Personal Qualities

Reading and listening skills, evaluative and analytical skills, effective oral communication, good use of spelling, punctuation and grammar.

### Careers

Teaching, Nursing, Journalism, Social Worker, Youth Worker, Librarian, Accountant and Engineering.

### Future Study

- A Level – Religious Studies, Philosophy
- Degree – Social Sciences, Arts and Humanities

**For further information please contact Mrs L Nahal, Head of Humanities**

## PATHWAY C

## ADDITIONAL LANGUAGE

Exam Board: Pearson/AQA

Many of our students speak another language in addition to English and there are some GCSE courses available in a range of languages. Like taught languages, the GCSE courses all include a requirement to be able to speak, listen, read and write to the same standard as other GCSE languages.

Although we do not deliver teaching of additional languages on site, we are able to support students through the course to completion of the specification and are able to arrange for students to sit exams at school. In addition, students will be given curriculum time to allow them to study in school. Students may need to complete an initial assessment before commencing a course.

If you speak an additional language and feel that you may be interested in following an additional language GCSE programme, you need to email [t.richards@jws.bham.sch.uk](mailto:t.richards@jws.bham.sch.uk) to arrange a discussion to see whether we can support you.

**Exam Board: AQA**

Students will follow the AQA GCSE Geography specification, a challenging linear programme where students are examined on all units at the end of the course. Throughout the course students have the opportunity to consider a variety of geographical issues and in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people. Students also have the opportunity during this course to develop their fieldwork skills.

Unit 1: Living with the Physical Environment 35% of the GCSE

Unit 2: Challenges in the Human Environment 35% of the GCSE

Unit 3: Geographical application 30% of the GCSE (with pre-release material)

Students will also have the opportunity to visit Carding Mill Valley to look at human geography and city change in Birmingham. Students will also have access to some pre-released material which is received 12 weeks prior to the examination and will be studied in lesson time.

Students are also required to develop and demonstrate a range of geographical skills which will be assessed in all three written exams.

**Personal Qualities**

Ability to gather and analyse different types of data, plan and manage research, work as part of a team, social and environmental awareness, problem solving and decision making, interest in cultures and places.

**Careers**

Planning, environmental and sustainability projects. Ecotourism, climate change, geographical information systems, pollution analyst, risk assessor, refugee advisor, tourism officer, transport planner.

**Future Study**

Options for future study include:

- A Level
- College course – travel and tourism, hotel management

**For any further details please contact Mr M Maiden, 2<sup>nd</sup> Humanities**

Exam Board: AQA

GCSE History is comprised of: Two exams, each consisting of two topics (each topic is worth 25% of the overall exam) History is one of the most fascinating subjects you can study. At GCSE you will be able to study a wide range of different topics, developing a number of key skills such as, evaluating interpretations and explaining links between cause and consequence.

#### **Britain: Health and the people: c1000 to the present day**

You will investigate how medicine and public health in Britain has changed since the year 1000AD. The course looks at the causes, scale, nature and consequences of short and long term developments in medicine.

#### **Conflict and Tension from 1894-1918**

Here you will study the causes of World War One from the different perspectives of Germany, France and Austria-Hungary. You will also develop an understanding of why the war lasted for so long and why it finally ended in November 1918.

#### **Germany from 1890-1945**

Here you will discover how Germany went from being under one strong leader the Kaiser, to a democracy, known as Weimar Germany and then to a dictatorship under Hitler. It was a turbulent half a century mixed with violence, wars, depressions and even a Golden age. You will investigate key individuals and the impact they had on Germany at the time.

#### **The reign of Elizabeth I 1568-1603**

The in depth study will focus on major aspects of her rule, such as fashion, theatre, how the poor were dealt with and foreign and domestic threats, for example from the Spanish and Mary Queen of Scots. Discover how 'Good Queen Bess' who inherited a weakened kingdom from a fanatical heretic hunter, facing a ruined economy managed to stabilise the country, control many powerful men and survive the numerous attempts on her life.

#### **Personal Qualities**

A solid grasp of English and literacy is highly recommended for studying this GCSE, as well as a genuine interest in the subject itself. A studious and committed approach to learning is essential.

#### **Careers**

Law, politics, journalism, marketing, education, teaching, economics, social research, archaeology and curation.

#### **Future Study**

Options for future study include:

- A Level
- Humanities A Level – History, Religious Education, Politics, Law

For further details please contact Mr M Maiden, 2<sup>nd</sup> Humanities

**Exam Board: AQA**

The GCSE in Art & Design: Fine Art is comprised of:

### **Component 1: Portfolio**

Worth 60% of final grade and marked out of 96

Students will produce 3 units of coursework which will be based on different themes e.g., Natural forms, portraiture, still life, mechanical/manmade, graphic illustration etc. Students will complete observational drawings, research and analyse the work of a range of artists, use and explore different materials, develop their own designs and create final outcomes for each project. Work will be internally set, marked and standardised and externally moderated. Students must produce work that covers all four assessment objectives set by the exam board.

### **Component 2: Externally set task**

Students will be given a choice of starting points which are set by the exam board. They will then produce work showing a range of skills and develop their own designs; leading them to a final outcome. Work produced for assessment will consist of preparatory work and 10 hours of supervised time (final exam).

The exam paper is externally set, internally marked and standardised and then externally moderated. Students must produce work that covers all four assessment objectives set by the exam board.

### **Personal Qualities**

Students need to: Be able to work independently to practice their skills and develop their work. Develop their ideas and work both at home and in after school sessions, have an interest and passion for Art. Have access to basic drawing and painting equipment at home and be willing to take on board feedback and spend time refining and improving their work.

### **Careers**

There are a wide range of creative career options that students could aspire towards including Architecture, Graphic design, Fine Artist, Children's Book illustrator, Fashion designer, Web designer and Computer software designer.

### **Future Study**

Options for future study include:-

- A Level Art & Design, A Level Graphic Design, A Level Fine Art, A Level Photography & BTEC Art & Design
- Degree options can include BA Hons Fine Art, BA Hons illustration, and BA Hons Graphic design amongst many other options.

For more information contact Mrs E Balnaves, Head of Art Department



Exam Board: Edexcel OCR

Enterprise and Marketing Level 1/2 Certificate

This course is comprised of three mandatory units:

**Unit R064: Enterprise and marketing concepts – External Exam – 40%**

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

**Unit R065: Design a business proposal – Centre Assessed Task – 30 %**

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit, they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

**Unit R066: Market and pitch a business proposal – Centre Assessed Task – 30%**

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

**Personal Qualities**

An interest in gaining an understanding of all aspects of an organisation and developing a range of skills and gain knowledge that will make you a cut above the rest! The course will encourage and support the development of good writing skills (for producing business reports/coursework) and organisational ability.

**Careers**

This course can help students to lead on to further careers working in: Banking, Accountancy, Book-keeping, Marketing.

**Further Study**

Options for future study include:

A Level Business, Applied Business, Business Studies, Business Marketing and Economics

For further information contact Mrs R Auger, 2<sup>nd</sup> Business, Enterprise and Technology

Exam Board: AQA

GCSE Business Studies is comprised of: Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will study the impact of business in the real world and how internal and external influences affect each of the four main functional areas:

- Business Operations
- Human Resources
- Marketing
- Finance

Each of these areas is studied in depth to consider the decisions that a range of businesses may make in order to gain the best outcomes for their owners, customers and other stakeholders, such as the local community and the government. External factors such as the impact of competition, exchange rates, interest rates, employment, consumer spending, ethical and environmental considerations as well as the impact of recent events, such as the vote for the UK to leave the EU, are considered for small and large businesses that trade locally and internationally. Students will consistently consider real-life situations to make effective decisions for businesses as they work towards achieving their short and long-term goals.

Unit 1

**Influences of operations and human resource management (HRM) on business activity**

Unit 2

**Influences of marketing and finance of business activity**

Both units comprise:- 1 hour 45 minutes, written examination, 90 marks, 50% of GCSE

### Personal Qualities

GCSE Business Studies requires strong English language skills, and a reasonable level of Maths is an advantage. (Maths included in the final examination is at KS 3 level).

### Careers

Business students gain a range of knowledge and skills that are highly transferable with Business Education students going onto complete careers in a range of Business and public sector organisations. Business is a respected and popular academic subject that is recognised by employers with a high number of students going to complete a degree in either Business Studies or to specialise in one of the functional areas covered in this course.

### Future Study

GCSE Business Studies can benefit students in a wide range of ways. It provides a solid basis for students wishing to study Business at Level 3 and then on into Higher Education. A high number of students go on to complete a degree in either Business Studies or to specialise in one of the functional areas covered in this course.

For any further details please contact Mrs R Auger, 2<sup>nd</sup> Business, Enterprise and Technology

## CAMBRIDGE NATIONAL LEVEL 2 ICT

**Exam Board:** OCR

Information Technologies play a significant role in both our social and professional lives. Good use of information technology is an essential part of any successful business. It enables creative and collaborative working, solving problems and the use of the best techniques and technologies to communicate meaningful information which meets customers' needs.

This course allows students the opportunity to develop applied knowledge and practical skills in the creative use of Information Technologies. It will raise your confidence in the use of IT developing your digital skills and knowledge. The course is developed to ensure students gain the right skills, understanding and knowledge for the 21st century. It is a vocational course and the equivalent to a GCSE.

### Course content

Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

Students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

The Information technology course is made up of two components:-

#### **Understanding tools, techniques, methods and processes for technological solutions**

Written exam - 80 marks (50%) - 1 Hour 45 mins

#### **Developing technological solutions**

Controlled assessment applying the Project Lifecycle to a given scenario – 50% of the total marks - 20 hours

### Personal Qualities

An interest in gaining an understanding of all aspects of information technology and developing a range of skills and gain knowledge that will make you a cut above the rest! The course will encourage and support the development of good technological solutions and organisational ability.

### Careers

This course can help students to lead on to further careers working in IT. Applications Analyst, Applications Developer, Business Analyst, Cyber Security Analyst and IT Tech Support.

### Further Study

Options for future study include: BTEC Level 3 National Foundation/Extended Diploma in Computing Cyber Security, a BTEC Level 3 qualification or C&G Level 3 Diploma in ICT Systems Support.

**For any further details please contact Mrs R Auger, 2<sup>nd</sup> Business, Enterprise and Technology**

## CAMBRIDGE NATIONAL LEVEL 2 ENGINEERING DESIGN (TECH DESIGN)

**Exam Board:** AQA

This qualification studies Engineering design which is a process used to develop and enhance new products and systems as a response to market opportunities.

This qualification is an opportunity for students to develop a design specification and study the processes involved in designing new engineered products. They'll use practical skills such as drawing, computer modelling and model making to communicate design ideas. The qualification will also encourage them to consult with a client and, with its practical focus, will engage them in producing, testing and evaluating a prototype in the form of a model.

### Assessment

**Unit R105:** Design Briefs, design specifications and user requirements. Assessed through a 1 hour written exam question paper - 60 marks.

- Comprises short answer and extended response questions.
- Assesses the quality of written communication.

**Unit R106:** Product analysis and research. 30 hours of Centre-assessed tasks worth 60 marks:

- This Unit comprises practical tasks in the context of an assignment.

**Unit R107:** Developing and presenting engineering designs. 30 hours of Centre-assessed tasks worth 60 marks:

- This Unit comprises practical tasks in the context of an assignment.

**Unit R108:** 3D design realisation. 30 hours of Centre-assessed tasks worth 60 marks:

- This Unit comprises practical tasks in the context of an assignment. The course does involve the production of written coursework portfolios. Engineering techniques and processes will be underpinned with focussed practical tasks.

### Personal Qualities

An ability/willingness to learn the theory content, an ability to work with your peers and an enthusiasm for the subject.

### Careers

Material scientist, carpenter, interior designer, product designer, industrial designer, architect, car body mechanic, CAD technician and design engineer.

### Further Study

Engineering, various GCE qualifications in Design and Technology.

For further information please contact Mr J Lane, Head of Business, Enterprise and Technology

## CAMBRIDGE NATIONAL LEVEL 2 SPORT STUDIES

Exam Board: OCR

Level 2 Cambridge National in Sport Studies

### Mandatory Units

**Contemporary Issues in Sport:**- Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society.

**Developing Sports Skills:**- Students will develop their skills, techniques and use of tactics in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity.

### Optional Specialist Units (of which 2 will be selected)

**Sports Leadership:**- students learn more about different leadership roles and styles. Students will then go onto to plan and deliver effective, safe sessions, before evaluating their own performance.

**Sport and the Media:**- students assess the impacts the media has on sport and how this has changed over the years. Students will also learn about the effect on public interest and media involvement in sport. Students will develop skills relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and public relations or media work within a sports organisation.

**Developing knowledge and skills in outdoor activities:**- Students will develop their knowledge about different outdoor activities. Students will learn how to plan an outdoor activity and be able to participate in one.

**Working in the sports industry:**- Students will look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity.

### Personal Qualities

Students need to:

- Enjoy sport and want to learn more about it.
- Have good organisation skills.
- Enjoy coursework and working with others.

### Careers

Sports related careers, Teacher, Physiotherapy, Sports Coach, Personal training, Sports journalism, Sports analysis, Psychology, Nutrition, Sports science, the Armed Forces or Management.

### Future Study

Options for future study include:

- BTEC National Level 3 Certificate or Diploma in Sport
- Cambridge Technical Level 3 Sport & Physical Activity
- A Level Physical Education

For further information please contact Mr L Everitt, Head of PE

**Exam Board: OCR**

GCSE Drama is a practical based subject. During the course, there will be opportunities to create your own work (Devising Drama) in response to stimuli set by the exam board. You will prepare and perform a range of different plays (both centre on chosen and set texts). It is the exam board's requirement that you attend 'Live Theatre'. This has to be a professional production, and not a school production or other amateur dramatics production. Drama is not simply for those who are aspiring actors. This subject is about exploring different points of view, developing mutual respect and self-discovery. Drama will help you to develop and experience: Group-work/Communication Skills/Creativity/Critical Thinking/Evaluating.

The course is divided into three sections:

Components 1 and 2 – 'Devising from Stimulus' - Internally Assessed, Externally Moderated - 60 marks (30%)

- The stimuli are set by the exam board and as a centre, we can select from a pre-approved list.
- Work in groups of 2-6, create, rehearse and perform a piece of Drama in response to stimulus.
- A written Evaluation of your own performance.

Components 3 and 4 – 'Presenting and Performing Texts' - Performed to a Visiting Examiner – 60 marks (30%)

- You will be required to present two extracts from a published play. This is a centre chosen text and cannot be one of the set texts.
- Work in groups of 2-4 to present two extracts from a play which explores the main themes of the chosen play.
- Complete a written concept pro-forma describing your research into the text and your aims for the performance.

Component 5 – 'Performance and Response' - Written Exam: 1hr 30mins – 80 marks (40%)

- You will explore practically a set play provided from a list by the exam board. The aim of the exam is to demonstrate your knowledge and understanding of Drama.
- Study a set text and answer questions based on an extract from the play.
- Evaluate live theatre performance.

**Personal Qualities**

An ability to work with your peers and engage in the process of dramatic study. Work imaginatively, creatively and reflectively with an ability to evaluate your own work. An awareness and interest to explore the impact of social, historical and cultural influences on drama texts and activities.

**Careers**

Performing; any career in theatre or television including production and design; the legal or education sectors. The course will also provide opportunities to develop skills for careers in any industry that relies on interaction with people and problem solving.

**Future Study** On completion of this course, you can study this subject further at Level 3 - Drama and Theatre Studies (A Level) and BTEC Performing Arts.

For further information please contact Miss S Evans, Head of Performing and Creative Arts

## LEVEL 2 CERTIFICATE IN PERFORMANCE FOR MUSIC PRACTITIONERS

**Exam Board: RSL**

This qualification (RSL Level 2 Certificate in Performance for Music Practitioners) is designed for learners wishing to gain knowledge and skills within the sphere of music Performance and associated music industry disciplines. The qualification allows learners to develop their performance capabilities and increase their aptitude on their given instrument, gaining an effective knowledge of event organisation, rehearsal techniques and the contextual background to their chosen genre and style. In undertaking this qualification, learners can acquire.

- experience in planning, executing and analysing a music performance.
- the ability to develop and hone their performance within a rehearsal space.
- knowledge of planning, promoting and running a live music event.
- a greater understanding of music and the responses it elicits in an audience.
- contextual awareness of styles and genres of music and how they have developed.
- the ability to perform effectively in a recording studio environment.

The knowledge and skills acquired by performers undertaking this course will enable learners to progress into further studies equipped with a greater aptitude for performing in a range of situations and with a deeper knowledge of the wider skill set and associated requirements which come with being an effective performer.

### **Personal Qualities**

Dedication – it takes time to master an instrument. Anyone who has a Music qualification will have dedicated time to preparing performances. Listening skills - every employer wants someone that will listen, this is a vital part of Music Group work – being a team player (in a band or smaller group). Creativity – composing a piece of music.

### **Careers**

Performing Musician, Music Journalist, Music Therapist, TV Producer/Director, Advertising, Studio work, Sound Engineer, Musical Theatre and Music Education.

### **Future Study**

Options for future study include:

- A Level – Music, Mathematics, Physics
- College/Degree – Music Education, Arts in Music, Science in Music

Next Steps: To take music you do need to play an instrument or sing. If you have an interest in learning an instrument in preparation for the course– speak to the music teachers about arranging lessons (instrument and vocal) now.

**For further information please contact Miss S Evans, Head of Performing and Creative Arts**

Exam Board: AQA

Media is an exciting interactive course that challenges students to question the vast array of media we encounter in our daily lives, as well as developing critical thinking skills alongside practical decision making through designing articles for newspapers, magazines, filming adverts, short films, designing video game content, packaging etc. Do you have an interest in going on to work in the creative industries (online, journalism, film making, design film, digital print)?

What is the structure of the course? This qualification is linear meaning that students will sit all their exams and submit all their non-exam assessment at the end of the course. The content of the course is split into the following 4 areas:

Media Language	Media Representation	Media Industries	Media Audiences
<ul style="list-style-type: none"> <li>▪ Key words and concepts to do with media</li> <li>▪ Semiotics</li> <li>▪ Propp's character theory</li> <li>▪ Todorov's narrative theory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perspectives on gender</li> <li>▪ Political spin &amp; bias</li> <li>▪ Propaganda</li> <li>▪ Persuasive communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patterns of Ownership</li> <li>▪ Mergers and takeovers</li> <li>▪ Funding models</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audience positioning</li> <li>▪ Blumer &amp; Katz's Uses and Gratification theory</li> <li>▪ Mass &amp; niche audiences</li> <li>▪ Demographics &amp; psychographics</li> </ul>

**What is studied on the Media course:** The 4 areas are explored through the following media forms: Magazines, Advertising & Marketing (TV adverts, online campaigns and print advertisements), Newspapers, Online, Social & Participatory Media (vloggers, YouTube, Facebook, Twitter, Instagram), Video Games (console games & apps), Radio (analogue & digital streaming services), Music Videos, Film, Television.

### Personal Qualities

An ability and willingness to learn the theory content, an ability to work with your peers and an enthusiasm for the subject.

### Careers

Media Planner, Multimedia Specialist, Programme Researcher, Broadcasting, Film, Video, Public Relations Officer, Journalist, Social Media Manager, Television, Video Producer and Web Content Manager.

### Future Study

Options for future study include:

- A Level – Media Studies, English, Sociology, Psychology
- Degree – Media and English, Screen Media, Media, Society and Power

For further information please contact Miss S Evans, Head of Performing and Creative Arts



**Exam Board: AQA**

The GCSE in Art and Design: Photography is comprised of:

**Unit 1: Portfolio**

Worth 60% of final grade and marked out of 96. Students will learn about a range of photographic techniques and how to use these successfully to develop their own work. They will produce work based around different themes. e.g., portraiture, still life, landscape, architecture etc. Students will take their own photographs focussing on technical ability (composition and focus) and development of ideas within the theme of the coursework. Students will complete research on a range of photographers and complete written analysis and annotation throughout their workbooks. They will need to experiment with their photographs using a range of software including Photoshop and create a range of final prints for each project set. Work will be internally set, marked and standardised and externally moderated. Students must produce work that covers all four assessment objectives set by the exam board.

**Unit 2: Externally set task**

Worth 40% of the final grade and marked out of 96. Students will be given a choice of starting points which are set by the exam board. They will then produce work showing a range of skills and develop their own designs during a preparatory period which leads them to a final outcome which will be produced in the exam. Work produced for assessment will consist of preparatory work and 10 hours of supervised time (final exam). The exam paper is externally set, internally marked and standardised and then externally moderated.

Students must produce work that covers all four assessment objectives set by the exam board.

**Personal Qualities**

Students need to: Be able to work independently to practice their photography skills and develop their work, work both at home and in after school sessions. Have an interest and passion for photography, have access to a camera outside of lessons and have an understanding that written annotation and analysis is required throughout the course. Also be willing to take on board feedback and spend time refining and improving their work.

**Careers**

There are a wide range of creative career options that students could aspire towards including Freelance Photography, Fashion, Journalism, Graphic Design, Computer software designer etc.

**Future Study**

Options for future study include:

- A Level Art & Design, A Level Graphic Design, A Level Fine Art, and A Level Photography & BTEC Art & Design
- Degree options can include BA Hons Fine Art, BA Hons illustration, BA Hons Photography amongst many other options.

For further information contact Mrs E Balnaves, Head of Art Department

## PHYSICAL EDUCATION

### Exam Board: AQA

AQA have worked closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire teaching and learning. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

**Paper 1:** The human body and movement in physical activity and sport.

In Year 9 students will cover the following topics; Applied anatomy and physiology, Movement analysis, Physical training and use of data. Written exam: 1 hour 15 minutes, 78 marks – 30% of GCSE

**Paper 2:** Socio-cultural influences and well-being in physical activity and sport.

In Year 10 students will cover the following topics; Sports psychology, socio-cultural influences, health, fitness and well-being and use of data. Written exam: 1 hour 15 minutes written paper, 78 marks – 30% of GCSE

**Non-exam Assessment (NEA):** Assessed by teachers, moderated by AQA; 100 marks

- Practical performance in physical activity and sport; Practical performances are assessed in three different physical activities in the role of player or performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)- 30% of NEA, (75 marks).
- Coursework: Analysis and evaluation of performance to bring about improvement in one activity- 10% of NEA, (25 marks).

### Personal Qualities

Interested in exercise, dance or sport (any sport). Students taking this option must have participated in curriculum PE and Games on a regular basis and must wear the correct kit. Students should be prepared to devote time after school to sports activities via school clubs and clubs outside school. There may be occasions when students are asked to contribute to the cost of an activity.

### Careers

PE Teacher, Sports Coach, Sports Therapist, Sports scientist, Physiotherapist, Occupational Therapist, Sports Development Officer, Personal Trainer and Nutritionist.

### Future Study

Options for future study include:

- A Level Sport and Physical Education
- A-Level Psychology
- BTEC National Level 3 Certificate or Diploma in Sport
- Cambridge Technical Level 3 Sport & Physical Activity

For further information please contact Mr L Everitt, Head of PE

## TECHNOLOGY - FOOD & NUTRITION

Exam Board: EDUQAS

Level 2 Hospitality and Catering is comprised of: Concentrating on the hospitality and catering industry, you will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time.

You will learn about the hospitality and catering industry by: Completing lots of practical work to learn new skills with practical lessons. We operate a pay in system for the practical cooking sessions, where pupils are asked to contribute towards the cost of ingredients and then the school will order what is required for each practical lesson. Alternatively, pupils are welcome to bring in their own ingredients however this can cost more as we have the advantage of buying in bulk.

Unit 1 (40%): The Hospitality and Catering Industry will be externally assessed with an examination that lasts 90 minutes. You will be graded as follows: Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2 (60%): Hospitality and Catering in Action is internally assessed: This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by EDUQAS and will have to safely plan, prepare, cook and present dishes to satisfy the task.

### Personal Qualities

An interest in developing your skills in communication, creativity, independence, team building and evaluation.

### Careers

Food is one of the fastest growing industries with many varied jobs on offer such as: Chef, Dietician, Food Journalism, Product Development, Home Economist, Conference management, Buyer, Public Relations, Food preparation and retail.

### Future Study

Options for future study include:

- A Level – Design and Technology, Product Design, Food Studies
- College/Degree – Food and Nutrition

For further information please contact Mr J Lane, Head of Business, Enterprise and Technology

## TECHNOLOGY - PRODUCT DESIGN

**Exam Board: AQA**

The new Design Technology GCSE is an opportunity for students to learn about contemporary technologies, materials and processes, as well as established practices. There is a greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Examination: 2 Hours, 100 marks - 50% of final GCSE

Assessing understanding core technical values and design and making principles, a mixture of multiple choice and short answer questions assessing a breadth of knowledge and a range of extended response questions aimed to demonstrate knowledge and understanding of the key principles.

Non-examination assessment (coursework): Approx. 30-35 hours, 100 marks - 50% of final GCSE

The practical application of core technical values and design and making principles. Pupils will be asked to complete a substantial design and make task, where they will include the following: Identifying and investigating design possibilities, generate ideas, develop ideas and realise final designs, demonstrate a range of practical skills in the manufacture of their product and analyse and evaluate their outcomes.

### **Personal Qualities**

An ability/willingness to learn the theory content, an ability to work with your peers and an enthusiasm for the subject.

### **Careers**

Product Design is one of the fastest growing industries with many varied jobs on offer such as: Chef, Dietician, Food Journalism, Product Development, Home Economist, Conference management, Buyer, Public Relations, Food preparation and retail.

### **Future Study**

Options for future study include:

- A Level – Design and Technology, Product Design, Systems and Control Technology
- College/Degree – Product Design, Product Design and Technology

For further information please contact Mr J Lane, Head of Business, Enterprise and Technology

## ASDAN - AWARD OF PERSONAL EFFECTIVENESS (CoPE)

Level 2 ICT, Finance qualification, ASDAN COPE

ASDAN Award of Personal Effectiveness – CoPE

Students will follow a number of qualifications as part of this package.

### 1 Accredited course of study, using the ASDAN Award Scheme

This develops Key Skills - through modules and challenges by:-

- Improving your own learning
- Working with others
- Communication- through discussion, oral presentation and problem solving
- The opportunity to be entered for wider key skill qualifications
- Key Skills are highly valued by Employers and Institutions of Further and Higher Education, and will help you to make the most of Employment and Training opportunities
- The students will put together a portfolio of work which will be moderated by the ASDAN organisation
- Students will be identified by staff

### 2 Information Technology Level 2 (Vocational Course Assessment)

Exam Board: OCR

The Information Technologies final assessment is made up of two components:-

#### Understanding tools, techniques, methods and processes for technological solutions

- Written exam, 80 marks available, 1 Hour 45 minutes, 50% of total mark

#### Developing technological solutions

- Controlled assessment applying the Project Lifecycle to a given scenario, 20 hours, 50 % of the total marks

Through taking this qualification students can develop:- A greater understanding of the selection and application of suitable technology for a given situation, an understanding of the use of different technologies, tools and techniques to select store and manipulate data, the skills to stay safe online, personally, in education or working for an employer. The ability to apply skills, knowledge and understanding of the project life cycle, developing transferable skills in project planning, execution and evaluation.

#### Careers

Computing, Construction, Hair and Beauty, Hospitality, Manufacturing, Uniformed Services.

#### Future Study

Options for future study include:

- ASDAN's accelerating progress programmes in English and Mathematics
- Vocational Taster Courses:- Computing, Construction, Sports and Fitness

For further information please contact Mrs S Padhiar, SENCO